



# 2018-2019 Title I Parent and Family Engagement Plan



## Fred G. Garner Elementary

### General introduction of school's vision for parent and family engagement.

District and school-based Title I Parent Involvement Programs in Polk County will strive to build relationships to create real family engagement for every child, every family, every teacher, every day. Studies show that the more parents are involved in the education of their child, the more academically successful that child will be.

All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Involvement of Parents	
<p>If the school wide program plan under Section 1116 (b) (1) is not satisfactory to the parents of participating children, the school will include/submit the parents' comments with the plan that will be made available to the local education agency Section 1116(b) (4).</p> <p>Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.</p>	
<p><b>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</b></p>	<p>All parents and families are invited to review and revise this plan. Parents and families will be invited three times per year to review and/or revise the Parent and Family Engagement Plan (PFEP).</p>
<p><b>How do you use the information from reviewing the plan to design strategies for more effective engagement?</b></p>	<p>This plan is reviewed three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, and state assessments and to provide strategies, materials, and resources to help support learning at home.</p>
<p><b>How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?</b></p>	<p>Parents are invited to be a part of the SAC committee, are invited to attend meetings that address the school Parent and Family Engagement Plan (PFEP), and parents are surveyed to find out what types of trainings/events they would like to have at Garner to enhance their child's achievement.</p>

<p><b><i>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</i></b></p>	<p>Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their "Parent and Family Engagement Policy". Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.</p>
<p><b><i>How will this plan assist in providing high quality instruction for all learners?</i></b></p>	<p>This plan helps ensure that we provide parents/families with information, materials and resources to support their child's learning at home by offering parent workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day.</p>
<p><b><i>How will the school share comments received from parents/families?</i></b></p>	<p>All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan.</p>
<p><b><i>How will this plan be made available to the community?</i></b></p>	<p>This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.</p>

## Annual Parent Meeting

The school will conduct an Annual Meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are in other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input. Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations.	
<b><u>Date and time, you will hold your meeting?</u></b>	9/13/2018 5:30
<b><u>Notification and Invitation:</u></b> ○ How will you inform and invite parents/families in a timely way about the Annual Meeting.	Flyers will be sent home with students two times prior to event Labels in student agendas School marquee will announce the meeting Meeting will be noted on our school website
<b><u>Information:</u></b> <b>Please describe how your meeting will cover information about:</b> <ul style="list-style-type: none"><li>the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.</li></ul>	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. *Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum. *Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
<b><u>Barriers:</u></b> ○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation	Translators, Written materials provided in English and Spanish Meals, Disabled access, Times meeting is offered Parents may bring children if child care is a barrier
<b><u>Evaluations:</u></b> ○ How will you get feedback from parents about the meeting?	Surveys Observations Interviews with parents and families
<b><u>Parents who do not attend?</u></b> ○ How will you get the information home to parents who do not attend the meeting?	PowerPoint and other information will be provided on the school website

## Flexible Parent Meetings:

The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

<b>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</b>	Meetings and events are held throughout the day in order for parents to be able to attend. Moreover, translation services are provided, as Garner Elementary has a large Spanish speaking population.
<b>Describe what childcare, home visits and/or transportation services are provided by your school.</b>	Parents are encouraged to bring their children to Garner events, thus eliminating the need for childcare.

## Building Capacity of Parents

School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e) (1-3)]. School will provide materials and training to help parents work with their child to improve their child's academic achievement. [Section 1116(e) (2)].

Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.

- How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.

<b>Title Topic</b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Dates</u> Is it flexible?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>
<b>Open house/ Title one Annual Parent Meeting</b>	Parents can meet their child's teacher and see the class they will be attending for the year. Parents will be informed how to access the parent portal, school wide expectations, Florida standards and assessments.	Websites showing the parent portal Notes / Flyers for parents to take home Examples of classroom rules and expectations.	September 13 <sup>th</sup> 2018				X
<b>Report Card conference night</b>	Parents will have an opportunity to meet with their child's teacher. Teacher will discuss academics and answer any questions a parent has on how their child is performing in school.	Student grades Data on student assessments that are taken in class.	-October 1st 2018 -January 24 <sup>th</sup> 2018				X
Parents Luncheon	Parents will have the opportunity to come into the school and have lunch with their child.	Lunch	September 25 <sup>th</sup> and 26 <sup>th</sup> K-1 October 2-3 November 4-5				
<b>AR Read- A- Thon</b>	Students will have the opportunity to read books all day. They will read to class mates and different grade levels. Family members and members of the community are invited to attend.	Books	November 16,2018				X
<b>Winter Reading Wonderland</b>	Parents and students will enjoy an evening of reading fun. They will learn strategies to help create the love of reading and build comprehension skills. Teachers will complete activities with students that go along with a story and encourage the love of reading.	Books Crafts	December 13 <sup>th</sup> 2018				X
<b>Testing Parent Involvement Night</b>	Parents will be provided test taking strategies to assist at home. They will be given information on the assessments their child is expected to take.	Sample test questions Test taking tips to help their child Websites that provide testing practices Additional information on standards	February 13 <sup>th</sup> 2018				

<b>Math Family Game Night</b>	Parents will be able to engage with their child by playing various math games to enhance their child's learning. Math games will be given to parents to take home.	Math games Flyers on ways to enhance student learning in math	March 21st 2018				
<b>End of Year Awards</b>	Parents are invited to an assembly honoring their child's achievements throughout the year. Individual students will be recognized for how hard they worked all year long.	Awards for students	May 21st 2018 May 22nd 2018				X
<b>How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?</b>		Garner Elementary invites all parents to attend school events. Upon completion of an event, parents are asked to complete an evaluation. Updates and changes are made based on parent responses.					
<b>How do you evaluate effectiveness?</b>		Evaluations are completed through observations, data collection, and parent surveys.					
<b>Explain how your school provides materials and trainings to assist parents/families to work with their children to support learning at home? Give examples.</b>		Reading, Math and Science nights are offered at Garner. During these events, parents are taught ways to work with their children at home. Parents are instructed in different strategies, given examples and websites that will help the parents assist their children when at home. During Orientation, Garner provided students with workbooks and library books to be used at home.					
<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>		Garner does reach out to local businesses in hopes of gaining mentors and donations. Likewise, the Reading Pals and Ameri-corps programs are strong at Garner.					

- *The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.*

## Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school [Section 1116(e) (3)].

<b>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</b>				
<ul style="list-style-type: none"> <li>○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i></li> <li>○ <i>the value and utility of contributions of parents/families</i></li> <li>○ <i>how to implement and coordinate parent/family programs</i></li> </ul>				
<b>how to build ties between parents/families and the school</b>				
<b>Please describe below how you do this.</b>				
<b>Topic -Title</b>	<b>Purpose?</b> How does this help staff build school/parent relationships?	<b>Implementation format:</b> (Workshop, book study, etc.) <b>Presenter?</b>	<b>Who is the audience?</b>	<b>Tentative Dates</b>

<b>Math curriculum training</b>	Helps staff become knowledgeable on how to effectively plan to teach a small group math lesson to the students. Staff can use their knowledge to inform parents on the lessons they are teaching in class.	Math coach	-Staff members first -Staff members use the knowledge they gained from the training to present parents what students are learning in their math lesson at conferences	September 11 <sup>th</sup> , 2018
<b>Staff PD Data Day</b>	Helps staff become knowledgeable on how to look at data to help guide small group instruction and how to truly understand their students learning needs	Reading coach Math coach Principal Assistant Principal	-Staff members first -Staff members can use the knowledge they gained from training to present parents the data at conferences.	September 17 <sup>th</sup> 2018
<b>Reading Curriculum training</b>	Helps staff become knowledgeable on how to effectively plan to teach a small group math lesson to the students. Staff can use their knowledge to inform parents on the lessons they are teaching in class.	Assistant Principal	-Staff members first -Staff members use the knowledge they gained from the training to present parents what students are learning in their reading lesson at conferences	September 18 <sup>th</sup> 2018
<b>PD on importance of parent and family engagement</b>	Help staff understand how to communicate effectively with the students' parents in multiple languages. Offers resources to teachers on how to reach out to student's family members.	Title one coordinator	Staff members	January 10 <sup>th</sup> 2018

## Communication

<p>The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1116(c)(4)(B)]; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1116(c)(4)(C)];</p>	
<p><b>How do you notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?</b></p>	<p>Schools are required to notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.</p>
<p><b>How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?</b></p>	<p>Each school year, all parents receive a Right to Know letter. This letter describes that parents have to right to request information regarding their child's teacher and/or paraprofessional. Moreover, these letters are available on the school website. Letters are provided in both English and Spanish.</p>
<p><b>Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?</b></p>	<p>_Annual Parent meeting , Website , Newsletters, Parent conferences, Progress monitoring, Extended learning, Curriculum nights, PIN Information is provided in both English and Spanish, Translation services are provided at parent's conferences and meetings.</p>

<p><i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i></p>	<p><u>****State assessment information is given to parents during open house. If parents do not attend open house, the scores are sent home with the students.</u></p>
<p><i>How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?</i></p>	<p>Each Title I elementary school is required to hold at least one face-to-face conference with each student's parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing.</p>

## Coordination and Integration:

The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)].

**Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:**

<p>○ <b>Homeless</b></p>	<p>The HEARTH program provides support for identified homeless students. Title I will provide support to the program and other activities implemented by the HEARTH program Do you work with the HEARTH program? Yes How does a teacher know which students? Counselors and terminal operators communicate with teachers. What can you do to help these parents of homeless students? Refer families to resources in the community.</p>
<p>○ <b>Migrant</b></p>	<p>Do you provide information/materials in their native language? Yes Do you work with the Migrant department? Yes Workshops in their language? Yes</p>
<p>○ <b>Preschool</b></p>	<p>Do you work with the Preschool teachers on your campus? Yes Do these parents receive invitations to school programs/events? Yes Do you provide workshops specifically for these parents? Yes How do you prepare them for Kdg? Teachers meet with parents and discuss student’s strengths and areas of concern in different domains. Teachers also review student’s progress or needs in literacy with progress monitoring.</p>
<p>○ <b>ESOL</b></p>	<p>Do you have an ESOL para? Yes, and an ESOL teacher Do you provide information to parents in their native language? Yes Do you work with the ESOL department to get materials/services for parents? Yes</p>
<p>○ <b>SAC School Advisory</b></p>	<p>How do you select members? Parents, Teachers, School staff and community members are encouraged to join Are all parents invited to attend meetings? Yes How are they notified of meetings? Flyers, Newsletters, emails Can parents speak at meetings if they are not a member? Yes At the meetings, do you offer information/materials to parents to help them learn how to help their child/children at home? Yes. Garner explains what materials are available to parents at the school.</p>
<p>○ <b>PTO/PTA</b></p>	<p>How do you select members? All parents are welcome to join. Are all parents invited to attend meetings? Yes How are they notified of meetings? Flyers, Newsletter Can parents speak at meetings if they are not a member? Yes At the meetings, do you offer information/materials to parents to help them learn how to help their child/children at home? Yes Garner explains what materials are available at the school.</p>
<p>○ <b>Community Agencies</b></p>	<p>SAMPLE: Churches, Boys and Girls Club, YMCA, daycare, community centers Do you invite member of your community to participate in events at your school? Yes Be on SAC/PTO? Yes Do you keep them informed of school events? Yes Do you collaborate with them to support learning outside of school? Yes</p>
<p>○ <b>Booster Clubs</b></p>	<p>Do you offer opportunities to parents to be involved as part of a booster club? How? What is their involvement? No</p>



<p>○ <b>Business Partners</b></p>	<p>Do you have business partners? Yes Chamber of Commerce and Rotary Club          Do you have any business partners that are parents? NO          Do you survey your parents to find out about their employment and how they might be able to be a partner? Yes          Do you have a mentor program? Yes          Work release volunteer program? No</p>
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## Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. Sec 1116(e)(5) and 1116(f)

<p><b>What opportunities do parents have to participate in their child (rens) education?</b>  <b>Volunteer?</b> Section 1116 (d) (c)  <b>Mentor?</b></p>	<p>Garner offers multiple opportunities for parents to take an active role in their child’s education, including but not limited to parent conferences, curriculum nights, family events and our annual Title I night. At every school event, Garner encourages parents to volunteer at the school and to mentor students.</p>
<p><b>What forms of communication do you provide parents, in an understandable and uniform format related to;</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• and other activities</li> </ul>	<p>Flyers          Student agendas          Newsletters          Wednesday folders          School website</p>
<p><b>What barriers hinder participation by parents in parental involvement activities?</b>  <b>What steps will you take this school year to overcome these barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)</b></p>	<p>Garner offers language interpreters at all of our events, likewise events are family friendly so children can attend with parents, thus eliminating the need for childcare. Events and meetings are held at different times in order to ensure parents can attend a few each school year.</p>
<p><b>How does your school provide information to parent’s in their native language?</b>  <b>What languages do you provide?</b> Section 1116 (e) (5)  <b>Do you provide translators or facilitators at parent events/workshops? Alternatively, do you provide workshops in a parent’s native language? Explain</b></p>	<p>Flyers are provided in English and Spanish.          Translators are provided as needed.          PowerPoints are shown in both English and Spanish.</p>
<p><b>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</b></p> <ul style="list-style-type: none"> <li>• Title I Parent/Family Resource Centers</li> <li>• Books Bridge Buses</li> <li>• Parent University</li> <li>• Other</li> </ul>	<p>Garner promotes the Title I Parent/Family Resource Center by sending home a monthly calendar of events, posting information on our Title I bulletin board located at the entrance of the school, and having flyers available on the front counter of the school. Likewise, information regarding Parent University, Books Bridge Buses, upcoming classes and other resources is available on our school website.</p>